

For the SCHOOL JOURNAL.

GRADUATE SYSTEMS FOR COUNTY SCHOOLS.

For many years it has been apparent that some of our country schools lacked a common object towards which to work. To be sure the laws of almost every State in the Union, in set words, specify a great object; but many school officers and teachers, with a singular fatuity, ignore the statutes and run their schools as it were without a definite program.

For instance, nearly all States agree that the common schools should teach Orthography, Reading, Writing, Arithmetic, Geography, Grammar, and History; and the obvious inference is that *all* these branches should be taught to *all* pupils. But our Courts have too often allowed a choice of studies on the part of parents and pupils, and teachers have perforce yielded to the same choice without a struggle. Thus many pupils in our country schools are allowed to drift along from year to year according to the current of their own fancy instead of steering their course by a clear chart.

The result, as we all know, is far from satisfactory to thinking educators. As a rule, teachers are not to blame for this state of affairs, but the system is at fault, or rather there is a lack of official State systems. The tendency of educational legislation is happily towards remedying the evil; but as the actual progress is slow while the evil is continuous, it behoves teachers and school officers to do what they can voluntarily to improve the existing condition of things. That great improvements can be made is seen in various parts of the United States where the graduate system for country schools is in operation.

This plan and its first application were the work of Alexander L. Wade, of Morgantown, West Va. The idea is to have a fixed grade and course of graduate studies for common schools uniform for each county, or better still, for each State. Give say four years to this course, ranking all lower pupils in the "preparatory department." Then upon completion of each year of this course in the common branches there should be a public examination, a promotion to the next class, the bestowal of diplomas upon the graduates with public ceremonies, and the issuing of a county catalogue containing the names of graduates, and alumni meetings of graduates for the sake of keeping up the interest. According to this plan a class thus graduated in 1876, in West Virginia, and since then scores of classes have received their diplomas in other sections. So that the scheme has already passed from the domain of theory into the realm of established facts. Its success has been amply demonstrated, and its results are known.

The following are some of the points in its favor: (1) It classifies the studies laid down in the law to be taught in our public schools. (2) The course contains such studies as the pupils should pursue. (3) It enables teachers to accomplish much more than they can by the usual arrangement, by which the studies pursued are determined largely by the judgment of the parents or the pupils. (4) There being an objective point, pupils will work more faithfully, attend more regularly, and remain longer in school than they would otherwise do. (5) It induces pupils to go through the entire course of study, which a great many would otherwise not do. (6) It arouses the ambition of the pupil to excel. (7) The schools can be governed more easily and by better means. (8) It interests the people themselves and thus tends to advance the whole cause of education. (9) The tendency is to make the teacher's tenure of office more certain and lasting, and thus to induce persons of ability to remain in the profession. (10) A better standard of professional success will be established. (11) A necessary step is thus taken to supply the "missing link" for connecting common schools, high schools, and university. (12) Pupils moving from one place to another in the same county or State will "fit in" the new school with less difficulty than now—thus saving time and money for books, etc.

Some of the leading objections are thus met: (1)

"The system is too much on the 'high-pressure' plan." The answer to this is, that only pupils 10 or 12 years of age are allowed to enter such a course, and that even then pupils can drop back one class if necessary on account of ill-health without losing prestige. All pupils under the "course age" and part-time pupils rank in the "preparatory department." While four full terms of study of only 6 or 8 months each are amply sufficient for securing a working knowledge of the common branches. (2) "It leads to cramming"—this is a great evil, but in practice, under good teaching, it is much less of a "bugbear" than formerly, and "good teaching" will almost always follow the establishment of such a system.

(3) "The system leads too much to show." If careful attention is paid by teachers and officers to make "showing off" one of the means and not the end of pupils' study, the effect is decidedly beneficial than otherwise.

(4) "Graduation may lead the pupil to conclude that he has learned it all, and thereby cause him to cease to study." This objection is not urged by educators but generally by parents who have not seen the system tested. If the habit of study is rightly found by the intelligent teacher during these four years, it will be likely to last through life. Long experience of pupils at this age has shown the truth of this statement; while as a matter of fact, many pupils under this system attend school after they "graduate," and are earnest, modest students, especially when they can pursue a line of independent investigation or higher classes, under a competent instructor. The system does not cheapen the "diploma" and in no way depreciates the work of high schools, technical schools, or the university; on the contrary, it furnishes the only real basis for higher work.

It is also to be understood that the original Wade system, or any other of equal value, does not specify the actual books and studies for each year, but leaves all those details to the skilled officers who have in charge the direct supervision of the schools.

For the SCHOOL JOURNAL.

THE NEGRO AS AN EDUCATOR.

BY A VIRGINIA CO. SUPT.

In your issue of Dec. 8, 1883, an article appears from Supt. N. S. Smith, of N. C., which I think is at least one-sided. The answers to the questions are indeed amusing, some of them humiliating; but it does seem that the examiners of our neighboring state, even without the aid of those excellent schools, Biddle University, Shaw University, and Bennett Seminary, if they had been a little more "courageous" in their institute work among colored teachers, could have secured better results in sixteen years.

These answers to these primary questions appear to me to reflect more on the efficiency and conduct of the common schools of N. C., than on the work of these higher institutions. The superintendents in their visitations of the schools and in their labor of love and of "fear," should, it appears, modify to some degree this dense ignorance. The school officer ought to do his duty or get out of the way, and let some one do the work whose social standing was not so tender as to be injured by proper official association with those who are suffering for want of it.

Your present correspondent has recently held an institute for colored teachers, in which he was gratified at the zeal, efficiency and advanced ideas of teaching methods exhibited by students from some of the schools established and maintained by "Northern philanthropists." Comparisons are invidious, but perhaps our N. C. Supt. could have culled some good reading from the papers of his white teachers also. But inability on the part of teachers, white or colored, to answer questions of the character reported, rather exhibits the style of "educator" the white man is who has had the training of these teacher, than the ability of the respondents to answer such questions.

We may greatly improve the character of our colored teachers by proper and vigorous use of the

means in our reach, and secure the co-operation of good men and philanthropists, North and South, by laying hold of this work without fear of tarnishing our sacred social standing. Let us do our duty in correcting a vicious public sentiment—if such there is—that will proscribe those noble men and women who spend and are spent in benevolent service of such poor deluded teachers, by maintaining and teaching in Shaw, Biddle, Bennett, and Wayland and other schools. I for one would utter no word, closely or remotely, calculated to discourage national or individual or social aid in this stupendous and needed work.

For the SCHOOL JOURNAL.

CORPORAL PUNISHMENT.

The disuse or abolition of corporal punishment in the schools has been considered by many teachers as removing power from their hand; and tending to the deterioration of the pupil. Others think differently; they claim that the parent should be made responsible for the bad behavior of his children, and that if children do not conduct themselves in accordance with the rules of polite society they cannot attend school. That corporal punishment is doomed is plain enough; whether it will be well for the children, to abolish it is not the question; public sentiment is against it; the arrest of teachers who inflict it with severity is almost certain as the local papers show. In this state of things the wise teacher sees that it is best to give way.

The laws of New Jersey forbid corporal punishment and to test the sentiment of the teachers of the Monmouth County Institute, held at Asbury Park last week, Supt. Aggar submitted three questions.

Q.—Is corporal punishment practised in your school?

A.—Yes. 82; no. 23.

Q.—Can better results be secured with the use of the rod than without?

A.—Yes. 64; no. 111.

Q.—Would it be wise in the Legislature to repeal the law forbidding corporal punishment?

A.—Yes. 39; no. 136.

In New York city where it is also forbidden, as large a proportion would vote against repealing the by-law, we are confident. But the gradual disuse of the rod is the best test of the views of the teachers on this question. A lady whose house adjoins a school in Brooklyn, says that "once it was a painful thing to listen to the blows and cries, but now they are rarely heard." She also says that good order in the school has increased in the same ratio.

The teacher has suffered from tradition. His chief characteristic in the past has been his power to punish. The school and the castigation of children have been until a late period inseparably connected. But the humanitarian tendencies of the century demand a reform and there was need of it. The power to punish for misdemeanor was terribly abused and a reaction set in. Public sentiment will not be satisfied until the power is removed from the teacher's hands. And the teacher will be a better teacher and gain more respect from the public when his work is no longer connected with pain and suffering by his pupils.

TECHNICAL EDUCATION.—On every hand there is something which strikes one that the American people have a faculty of overcoming the obstacles of nature, of subduing to their will the forces around them in a more ingenious and more original manner than any other people on the globe. The great mass of the people have to rely upon public school education. That education has been thorough so far as books have been concerned. In the present condition of affairs the only way of training the industrial population is by bringing the mind of pupils into contact with all those industries which are necessary to give them a taste and a desire to engage in industrial pursuits. Our industries require greater intelligence on the part of operatives. We find it necessary in the manufacture of textile fabrics for workingmen to possess a higher skill, greater taste, greater dexterity, and a knowledge of certain natural and scientific laws such as heretofore our workingmen never possessed and never had need of.—*William Mather, of Manchester, Eng.*

For the SCHOOL JOURNAL.

THE TEACHER AS A FORCE.

We may look at the teacher wholly as an instructor—or we may look at him as a producer of power. Probably the majority look at themselves in the former way, and probably the public look at them in this way. But is not this wrong?

Some years ago I was at a house in the country on a Christmas Eve and a large party was assembling. Soon I heard the inquiry, "Has Rachel come?" This question was repeated in a variety of forms, and I soon became interested to meet this girl who made such a part of the thoughts of a company that could not enjoy themselves in her absence. She arrived and loud welcomes were heard, and a look of satisfaction was seen on every face. On this girl, of about twenty years of age, with calm, steady eyes and a self-possessed manner, the whole company seemed to bow. I watched her easy step and motion.

Soon she stepped to the organ and a few voices sang some pieces; then others sang and played. By her art, everyone that could sing or play was brought forward. Then some games were introduced by her, and so through the evening she led the party.

I learned that she was the daughter of a farmer who had educated herself in music, drawing and painting, who taught in the Sunday-school, played on the organ at church, and who had organized reading clubs, and who had even written for the county papers. She was a force: what she knew was like storm or electricity or powder, a force that acted on others. She afterwards went to a Normal school, graduated, and is now teaching in a Normal school. Teaching was evidently her forte.

At the time I knew her she possessed little more knowledge than the rest in the company, but she used its possession as a force. It seemed to me since that her mode of using knowledge was the correct one, and that her example should be followed by the teacher. Whenever the teacher is a force, he is generally respected and well-paid.

Some time since a town in New York State wanted a superintendent at \$1,200 salary. In describing the style of man, the writer said to them in reply: "Such a man as you describe is not out of employment; such men are eagerly sought for."

And the question arose why are there not more such men and women? And the answer is that "Most men are niggardly towards themselves." They spend nothing on themselves. I do not mean clothes, jewelry, or in travelling, or in living; I mean those things that reach the life of a person.

Every person who lives by the force that is in him, must replenish that force, just as a lamp must be re-filled. Now in the teaching case, the first thing is a knowledge of the child, the second the instruction. To know the child educationally, he must study education in a large way.

SANITATION IN SCHOOLS.

The following are a few out of an almost exhaustive series of questions officially issued to teachers in the Ontario schools by the Provincial Board of Health. They have equal pertinence for every school in the United States.

- How many cubic feet of air space for each pupil?
- Is light admitted in front of the pupils, at their left or right side, or from behind them? or is it admitted from two sides?
- Is light well distributed?
- How near to the ceiling and to the floor do the windows extend?
- Are there any blinds on the windows?
- Is a uniform and equable temperature of from 63 deg. to 70 deg. F. constantly maintained during school-hours? Is this tested?
- Is the air dry? What means are adopted for supplying moisture?
- Explain fully how each room is ventilated in cold and in warm weather (whether by windows open at the top or bottom, by ventilating flues, or in what other way).

- To what expedients do you resort to prevent draughts from open windows striking pupils?
- Is the air of the school-room completely changed by opening doors and windows at stated intervals during school-hours and at recess?
- How often is the school-room swept per week?
- Do pupils frequently complain of headache, cold feet, or any symptoms indicating the existence of defects in ventilation or heating?
- What is the duration of school-hours and recesses?
- How are scholars and teachers occupied during recess?
- At what periods are the greatest numbers absent?
- Is the water pure, cold and abundant?
- If from a well, what means have been adopted to prevent its receiving the soakage from surrounding grounds?
- Is drinking water kept in the school-house? If so, where is it kept, and how is it protected from dust and other impurities?
- Are there cellars or other excavations beneath the school-house?
- Are there water closets for the different sexes in separate buildings?
- Are they properly protected from observation and from inclemencies of weather?
- State where they are located in relation to school-house, wells, etc., and give distances.
- What means are adopted to keep them clean?
- Are the receptacle and the closet itself well ventilated?
- Is any disinfectant used, and what?
- If water-closets are used, are the traps and appliances efficient?
- In the case of privy-pits, how are the vaults constructed, how often emptied, and by what means?
- Have you any observations to make regarding the clothing of pupils? Protection against sitting in wet feet, etc.!
- Is there any instruction given in Hygiene?

EDUCATIONAL QUOTATIONS.

"I can educate a generation of children by placing in every house 50 or 60 dollars' worth of good literature."—KENNEDY.

"The teacher should ask herself at every class exercise, 'What special intellectual attainment do I propose to have this exercise contribute to?' i. e. Formulate a reason for every exercise."

"The business of teaching, next to that of preaching the sacred word of God, is the *largest* business on record."

"Questions every teacher should ask herself, 'Have I the physical, intellectual and moral strength necessary for this work and do I love the children?'"

"Never teach children anything which you can not get them to want to know."

"Never teach anything that cannot be immediately used."

"A person who is interested in his work will be found where his work is discussed."

"It pays to cultivate the social power with everybody, especially with the children."

"A necessary part of the primary teacher's outfit is a pair of scissors for the cutting out of pictures and supplementary reading matter."

Always manage so that a child will succeed the first time he begins to do a new thing."

The Alaska Fur Company's steamer "Dora" reports that at Ouna'aska, on October 16th, the sun was obscured and the atmosphere became unusually hot. A cloud hovered over the place, which, finally bursting, precipitated a quantity of gray ashes, covering the ground to the depth of four inches. The most remarkable feature was that a few miles from Bogaslaw, a new island three-quarters of a mile in length and width, with a cone-shaped peak in the centre, 500 or 800 feet high, rose from the sea. The natives said that the eruption had been in progress for the last six months intermittently. Many sea lions were killed. Of those alive, the majority were hairless, the heat having removed their fur.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

IN A NEW YORK PRIMARY SCHOOL.

Paying a brief visit lately to the primary department of Grammar School No. 49, the writer feels impelled to tell the readers of this paper how much earnestness, aptness and progress was found. Of course this may be impossible, for who can describe sunshine and the profusion of flowers? But something can be said, however.

One of the first things observed was the pleasing order prevailing among the 1,400 pupils. "As to this," Miss Buckelew, the Principal, said, smiling, "We simply expect them to behave and they do behave. When they first enter school in the fall, we have to spend several days in teaching them what to do, and how to do it. They are taught to sit erect, to pass their slates, books, etc., in the right way, and every detail is carefully looked after by the teacher, every necessary movement provided for." "But don't they ever forget? And what do you do with them if they do?" "Occasionally they forget. If we think it is the result of carelessness, we keep them for five or ten minutes after school, or take away their good marks. They dislike very much to be kept after the others are gone, and these youngest ones think just as much of getting their 'ten' as the older ones do."

"Then you do have a system of rewards and punishments!"

"Yes; but we make as much as possible of the rewards, and as little as possible of the punishments. We never have any scolding; I won't have a teacher that scolds in my department. We are always holding up the perfect mark as the thing to be striven for. We say: 'Now let us see how many 100% slates we can have this morning.' And then we are constantly holding up the idea that they are getting ready for business, and how can they expect to succeed in that if they do not learn to be prompt and honest and attend to their business here. A very effective weapon against dishonesty I find is to explain to them that pupils frequently come to me for recommendations when they are ready to go into business. How can I recommend a boy that I know to be dishonest? Can't do it. Dishonest boys must get such places as they can when they leave school, I cannot recommend them to good places."

"Are you ever troubled with tardiness or truancy?"

"I cannot permit any child in school that cannot be here and in his seat at nine o'clock. I cannot have pupils coming in two, three, and five minutes late. The Board employs truant officers to look after truants, you know. No child is absent a day or half-day that we do not know where he is."

When the children were called from the playground they quickly formed in lines and marched to their class-rooms. There were several teachers stationed to oversee matters, and in some cases monitors were appointed. There was a place for wrappings under the desks to avoid the necessity of stopping in the halls or cloak-rooms on the way to or from the school-room. Then lessons were resumed.

For the color lessons, colored motto papers kept in envelopes were distributed. When the teacher was ready for the recitation to begin, she nodded to two little girls at the end of the first seat. Both jumped up and the first one said to the other: "What color's my paper?" "Blue," was the answer. Then turning to the next one, who was already on her feet, she said: "What color's mine?" And so the exercise continued. Then one little girl went in front of the class with several papers in her hand. Holding up a blue one, she said: "All that have blue papers may stand." Instantly half a dozen were on their feet. "Those that have orange," and the oranges arose. In an exercise with like papers in a higher class, two papers, each a primary color, were given to each pupil. Holding these together up to the light each child told what secondary color was produced by two such primary ones.

For the botany lessons, leaves cut from brown paper were distributed. Each child told from the leaf she held in her hand the kind, shape, margin, base, and apex, and also illustrated the different forms of venation by rolling the leaf.

For the lessons on form, brown paper was again used for the beginners. From it were cut squares, oblongs, rhombs, circles, rings, and various other shapes. In a higher class the objects for color and form were combined, the different shapes were cut from different colored paper and pasted on little flags of white muslin. As soon as the children received these, they looked at them carefully; then they held them up against their breasts so that the teacher could easily see what each child had. They described the forms on their flags thus: "I have an oblong. An oblong has two long sides, two short sides, and four square corners." We feared the pouring in process was followed, and asked to see them taught a new lesson.

Miss — "You may give the children a new lesson, one on a quality that they have never had, if you please."

Miss W. paused a moment, then said: "Children, tell me what holds the bell up there in its place?" "The wire." "What do you think the wire is composed of?" "Metal." "Yes. What kind of metal?" The pupils hesitated. "Well, you may name some of the metals." "Gold, silver, copper, steel, brass, iron." "Yes. You have seen wire that was made of how many of these?" "Copper, steel, silver, iron." "How many of you have ever visited a glass factory? A few. While you were there did you see a man with a lump of the melted glass, pulling it out into threads? Did you ever see anything else pulled out into such threads or strings? Something brown, that keeps growing lighter and lighter as it is pulled?" A few hands were raised. "It is something that you have seen in store windows, something that you all like." More hands go up, now nearly all. "Bessie may tell." "Yes, molasses candy." "Now you may tell what the man does with the glass to make it into threads, and what they do to the candy?" "Pull it." "Yes, they pull it; but there is another word?" "Stretch it." "Yes, but there is another one yet. When your brother's little wagon is under the table and he takes hold of it and pulls it out what do you call that?" "Draw." "Yea, we will use that word for the glass and the candy. What then does the glassmaker do?" "He draws the glass out into threads." "Yes, and what is done to the metal when wire is made?" "It is drawn." "It is drawn out into wire." "Can wire be made of the glass and candy?" "No, ma'am, it would break." "But wire can be made of steel and copper—why?" "Because it will not break." "Who can express that by using only two words?" Several attempts were made at this; some said, "won't break, can't break;" finally one little girl said, "without breaking." "Yes. Now tell me about the metal and the wire." After several attempts they finally said: "Some metals may be drawn out into wire without breaking." "Metals that can be drawn out into wire without breaking are said to be ductile. What metals are ductile?" "Those metals that can be drawn out into wire without breaking." "Now you may give me the whole sentence." "Ductile metals are those that can be drawn into wire without breaking."

Nothing was told them during the whole exercise, except the name of the quality, after they completely apprehended it. About 500 of the children assembled in the main room and engaged in singing. Song after song was sung with evident interest, scarcely one was silent. The writer then left saying to herself, "I do not wonder those children are obedient and love to come to school."

No teacher should attempt to teach without the aid of his pupils. Every teacher knows that certain pupils in the school exercise a powerful influence. The good of the school and the good of those pupils, as well as the true education of our schools will begin when we become as much interested in seeing our children good as in seeing them great.

For the SCHOOL JOURNAL.

LESSONS IN PHYSIOLOGY.—NO. II.

BY A. M. BROWN.

THE STOMACH AND THE GASTRIC JUICE.

The stomach contains a fluid called the gastric juice, which is necessary to the proper digestion of the food. Another fluid called saliva is taken into the stomach during the process of eating. If we eat slowly we mix the food with a greater amount of this substance than when we eat fast, and will experience no pain or inconvenience after the meal; but if we always eat fast, much of the food will go into the stomach in lumps, which will cause the stomach much extra labor to digest.

This extra labor seems to rob the whole system of its energy, and we feel dull, stupid and weak, in proportion to the amount of extra work the stomach has to perform. We frequently have what is called "heart-burn," or sour stomach, which is caused by over-eating, or washing down our food with hot drinks, or eating too fast; either of these causes prevents the presence of the proper amount of saliva. A remedy for this is to get more of the saliva into the stomach; this may be done by chewing or working about in the mouth some hard substance like a grain of corn, which will cause the saliva to flow from the root of the tongue; this is swallowed at the same time, and aids the digestion by strengthening the fluids already in the stomach. Abstinence from eating at the following meal time is better than any medicine in toning up the stomach. If no assistance is given to this member, the "heart-burn" will continue at each succeeding meal, the whole system soon becomes deranged, and the person has dyspepsia, which means imperfect digestion.

An interest will now be excited, and the child will judge for himself what is good and healthful for the system, and his own experience will, sooner or later, test this theory and prove the truth of his lessons. If the stomach is constantly kept in a disordered condition by the indiscretions of the eater, the health will soon fail, and the possessor becomes a broken-down specimen of humanity.

For the SCHOOL JOURNAL.

THE GEOGRAPHY CLASS.

BY B.

In 1872 the Federal Government set apart a small portion of Wyoming for a National Park, because of its varied and wonderful scenery. The dimensions of the region are: sixty-five miles long, from north to south, and fifty-five wide, from east to west; its area is greater than the combined area of Rhode Island and Delaware. It was named from the Yellowstone river, which is the largest stream within it. The climate is not very severe even in winter; in summer hot days are seldom known, and the nights are frosty. Bison and elk graze on the mountain sides; moose haunt the marshes and woodlands, bears inhabit the forests and wild game abounds.

The most striking features of the park are its geysers and hot springs. There are about 50 geysers that throw columns of water from 50 to 200 feet, and probably as many as 10,000 hot springs, of two kinds, those that deposit lime and those that deposit silica. The temperature of the former ranges from 160° to 170°; that of the latter rises to 200° and more. The air about these springs is hot and fetid; the earth bubbles and shakes; but the terraces formed around them of the minerals deposited by the water, glisten enchantingly in the sunlight. Seldom are the deposits of any two springs alike; there are imitations of coral, honeycomb, pebbles, scale, and crystals. There are springs that throw out boiling mud of many colors—white, orange, green, violet, purple, brown, and blue. Some of the springs are in the shape of basins and pools, down in the clear depths of which may be seen grotesque and archlike structures, that seem to be frosted with silver and encrusted with pearls.

The comet of 1812 may now be seen without the aid of a telescope.

For the SCHOOL JOURNAL.

PLANT LESSONS.—NO. I.

BY ANNA JOHNSON.

SEEDS.

Have a collection of beans, peas, corn, oats, nuts, pebbles, marbles, balls, and similar small objects.

Ask the children to select something that grew. After they have selected a number of objects, ask for something that did not grow. Have them place the things that grew in one pile, and the things that did not grow in another pile.

From the objects that grew have them select those that can grow again. Compare the stone and nut, ask why the nut will grow and the stone will not. What has the nut that the stone has not? What do we say of a plant when it withers and stops growing? What has the plant then lost? What then has the plant that the stone has not?

If the nut has life why does it not grow now? What are the trees doing in winter? What do you do at night? What then do you think the seeds are doing? What wakes the trees up? How can we wake the seeds up?

Have enough soaked beans to distribute to the class. Have some that have started to grow. Distribute some of the hard beans also, so they can compare the two. Which ones have commenced to wake up? What made them? What was done to them that was not done to the others? What is one thing the seed needs then?

What name do we give to very young animals? What may we call very young plants? How many would like to see the baby-plant in the seed? Loosen the skin of a bean and show it. How is the seed covered? If the term is not given, ask with what our bodies are covered. Ask them to loosen the skins on their seeds, or with their nails cut the skin around the edge of the seeds, open them and see if they can find the baby-plant.

What part of a house do people go out of? See if you can find the door that this little baby-plant comes out of. If they fail to do so, show one that has started out.

What else does the seed need besides water to wake it up? If we put it out in the cold will it grow? Why not? What then does it need?

There is one thing more the seed needs, that we need every moment. What is it? Name the three things necessary for the growth of the seed.

Besides the air we breathe what else do we need to keep us alive and make us grow? What do the plants also need? Where do the plants get their food? What part of the plant gets the food from the earth? Has the baby-plant any root at first? Where does it get its food to begin to grow? See if you can find anything in the seed that it can live on? Who was it that so thoughtfully stored away the food for the baby-plant?

Have some pots or boxes of earth prepared and let the children plant several seeds of different kinds in each, or the teacher may do it in the presence of the children. The scholars may be allowed to water the seeds and watch their growth.

FLOODING THE SAHARA DESERT.—Count de Lesseps has explored the route and declares that the construction of a canal to flood the great African desert with the waters of the Mediterranean is feasible. It is proposed to cut a channel through the narrow neck of land which separates the salt marshes south of Tunis from the Gulf of Gabes, and thus pour an ocean into the vast basin of sand whose farther rim is the border of the Soudan—a land of the riches of India and the population of the United States. Count de Lesseps, the great uniter of the earth's waters, has laid his stupendous project before his admiring countrymen, with sublime confidence in his ability to secure \$15,000,000 for the work by merely asking. The Count is now nearly eighty years of age, and in his long and romantic career he has accomplished prodigious achievements; but if he restores to the burning sands of Sahara the waves which in a remote age rolled over them, it will be the climax of his career.

For the SCHOOL JOURNAL.

SCHOOL INCENTIVES.

By B. G. NORTHRUP, LL.D.

The motives which influence a child determine his character, and we should place *character* before culture, and culture before knowledge. Hence, the philosophy of motive is of supreme importance to teachers. Yet, in their preparatory studies, this subject has been sadly underrated, or entirely neglected. It is by no means a matter of indifference by what incentives a child is stimulated to study. The right end, at least in school-work, may be secured by the wrong means—by motives which however effective for the hour, may prove harmful, fostering selfishness, conceit and irritability. No transient results, however desirable or excellent in themselves, can compensate for such lasting injuries. The teacher should be able to select from the wide range of incentives those only which will be healthful and permanent in their influence alike on the mind and heart. Hence the need of having the whole arsenal of motive-powers at command in order to adapt the great variety of incentives and methods to all diversities of character. He who can sweep the whole diapason may strike the very notes which will thrill the deepest toned chords in the child's soul. Youth needs impulse even more than mere instruction, or rather such instruction as will appeal to all the better sensibilities.

Character is moulded more by feeling than by thinking, or rather by thought only so far as it awakens emotion, and thus moves the will. All men, even the most intellectual, are controlled more by the sensibilities than the intellect. Right thinking should aim at the higher end of right feeling, and therefore right action. To know the truth is indeed well, but to feel it is still better, for truth never triumphs till the cogitations of the mind vitalize the heart. Emotion is the celestial fire alike of all the poetry and eloquence that have ever swayed the minds of men. The happiest efforts of the mere beginner as well as of the orator or poet, are never the product of unimpassioned intellect. Our educational processes aim too exclusively to train the intellect and ignore the sensibilities. The two so necessarily influence each other, that neither can reach its full stature alone. Even the lower emotions, such as the grand, the awful, the ludicrous, and especially the beautiful, feed the activity of the mind. Still more, our social, moral and religious affections, our emotions of gratitude, humility, reverence and love, are to the mind what air is to the lungs. The culture of these sensibilities is essential to give man, individually or socially, the highest refinement and power. Here are found the best dynamics of the mind without which the intellect is like a well furnished factory with no propelling power,—its cards, and jennies, and looms still as the grave, while the engine is cold. But kindle a fire in the furnace below, and lo ! a thousand spindles and shuttles resound in the choral din of industry. So kindle a glow in the sensibilities, and all the springs of mental life are at once in motion. Without this heat the mind is like an iceberg, resplendent indeed, but only with a cold and sterile brightness. So the cold and selfish soul must be sterile in all heroic virtues.

The teacher should carefully study all the impulsive powers which God has implanted in the heart of childhood as sources of incentives, such as sympathy, self-respect, courtesy, taste, and higher still, the natural desires, like love of kindred, love of happiness, of society, of esteem, of possession, of liberty, or *spontaneity* and *activity*, as Frebel would phrase it, love of knowledge and love of power. A child discouraged and therefore aimless, often becomes a new being when he once realizes the possibilities before him. While despair is death to all effort, the assurance that he *can* do prompts the purpose that he *will* do, awakening such self-reliance and ambition as will help him every day to go on from strength to strength. The memory of past achievements is a stimulus to new ones. The work which in the Kindergarten is a varied and exhilarating occupation, if not a play, in the common school too often becomes a dreary

task from the want of fit incentives and methods. You see a sluggish, passive receptivity where there should be joyous activity. Happy the child who is inspired by such incentives as will prompt spontaneous effort. Joy and hope attend true energy. They quicken the mind, as gloom and monotony suppress its life. The one awakens interest and attention; the other tends to idleness and indifference.

Curiosity may be one of the vital forces in education. It is the parent of attention and memory. It prepares the soil and fertilizes the seeds of truth. However strong in childhood, it should grow with years and attainments. Where this is not the result, such stinting comes from somebody's blundering. At first a restless instinct, it matures under fit culture into an insatiable desire, and some times becomes a ruling passion. Curiosity is to the mind what appetite is to the body, creating a hungering for knowledge, which is the mind's food. Instead of surfeit, the fullest supplies create a craving for more, for the greater the circle of one's knowledge, the greater the horizon of ignorance which bounds it. Love of discovery was as strong a passion with Newton as love of conquest with Napoleon. All motives and emotions center in the will. This is the regal faculty of man. "The normal man is two-thirds will and only one-third intellect," as the Germans say. "A perfectly educated character is little else than a perfectly educated will," for its right culture includes that of all other faculties. No power needs discipline more, or so seldom gets it. Some "methods," and more often the lack of methods, tend to impair its force and foster willfulness and obstinacy and their resultant, vacillation and feebleness.

The self-willed child is capricious, spleenetic and unreliable. Self-indulgence is a process of will weakening, and the loss of self-control is fatal to our growth and happiness. Whoever is out of patience is out of self-possession. The effort to conquer the child by breaking his will, is like improving a pitcher by breaking it. The will is to be trained by guiding its activities, not by repressing them; by overcoming difficulties and forming habits of prompt and cheerful obedience and of endurance. The child who is early stimulated in play, work and study, to do tough things without shrinking, without shirking, without grumbling, and without bragging, is laying the foundation of success, for the will is the meter of the man.

For the SCHOOL JOURNAL.

SOME WAYS OF TEACHING SELF-GOVERNMENT.

A gentleman was called to take charge of a school which had the name of being very disorderly. At the end of a year he had his room in such a condition that he could leave it at any time, and good order would be preserved during his absence. The following are some of the means he employed to bring about the change in the moral tone of his school-room:

1. He appointed officers each week from among the pupils to assist him in regulating the order upon the play-ground and in the halls. The duties of each officer were minutely described in a small book, and every infringement of the rules in the book was noted. The duties of these officers were explained to the pupils, and they were told not to find fault with the officers. If any disputes arose over the action of the officers, a committee was appointed by the teacher to settle it. The officers were frequently consulted about the best plans to pursue, and every means was taken to interest them in the welfare of the school.

2. He had plain and straightforward talks with the bad ones, and tried to make them like as well as respect him.

3. He got the well behaved boys to try to influence the others in favor of good order.

4. He insisted upon good lessons.

5. He made up a roll on which was put the names of the studious and orderly. He kept up an interest in this roll, showing it to visitors, and soon the names of the troublesome began to appear on it.

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7. He interested the children in the school by making the school-room interesting.

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SCHOOL PUNISHMENTS.

It is not unusual that teachers attempt to *drive*, when by a little reflection they would be able to *lead*; with a little thought they may induce obedience to a rule—if it is *put* right.

Take for instance the very common trouble of dilatoriness in entering the school-room after the bell has rung to summon them from the play ground. Some children stop playing and start on a run for the door, while others linger anywhere from one to five minutes. What shall be done?

The nature of a punishment should always accord with the offense; it should follow the offense as a natural consequence. For the offense mentioned above, the natural consequence would be to stay after school to make up the lost time. If the teacher says with more or less asperity, "Those pupils who could not come in until five minutes after the bell rung may stay after school and make up the time." The boys will probably be resentful, and will put their heads together to invent some new way of getting ahead of the teacher. A pupil was once heard to mutter as he was leaving the school-room, after having been kept in ten minutes, "I'll come in ten minutes late this afternoon," and he did.

But listen to the words and the tones of the wise teacher, no trace of irony or ill-nature in them:

"I think, boys, that twenty minutes is about the right length of time for a recess,—that is twenty minutes from the time you leave your seats until you are all back in your places. I found yesterday that it took you five minutes to come in; it was five minutes from the time the bell rang until you were all in your seats ready for study. To-day I shall ring the bell after fifteen minutes so as to give you time to come in. If I find to-day that it takes ten minutes for you to come in, then I will give you more time to-morrow by ringing the bell after you have been out ten minutes."

"I am sorry to have you lose so much of your recess, and if you can make the time for your coming in shorter, then, of course, your recess can be longer. I should not wonder if after a few trials you should find that you could all come in and be in your places ready for work in one minute, if so I shall be very glad; for then you can have an uninterrupted recess of nineteen minutes, which will be a great gain."—*Abbott's Teacher*.

While the same penalty is inflicted in this case—the loss of five minutes' recess—no spirit of resentment is aroused; the punishment is felt to be deserved, and is submitted to willingly or at least gracefully.

There is some talk of constructing another canal across the isthmus of Suez. Traffic increases so rapidly, it is feared that in a few years it can not accommodate the necessary vessels. Already navigation during the night is suspended for fear of vessels running aground and causing a blockade.

THE BOATS THE GNATS BUILD.—Did you ever hear about the wonderful boats the gnats build? They lay their eggs in the water, and the eggs float until it is time for them to hatch. You can see these little eggrafts on almost any pool in summer. The eggs are so heavy that one alone would sink. The cunning mother fastens them all together until they form a hollow boat. It will not upset, even if it is filled with water! The upper end of these eggs is pointed, and looks very much like a powder-flask. One egg is glued to another, pointed end up, until the boat is finished. And how many eggs do you think it takes? From two hundred and fifty to three hundred. When the young are hatched, they always come from the under side, leaving the empty boat afloat.

For the botany lessons, leaves cut from brown paper were distributed. Each child told from the leaf she held in her hand the kind, shape, margin, base, and apex, and also illustrated the different forms of venation by rolling the leaf.

For the lessons on form, brown paper was again used for the beginners. From it were cut squares, oblongs, rhombs, circles, rings, and various other shapes. In a higher class the objects for color and form were combined, the different shapes were cut from different colored paper and pasted on little flags of white muslin. As soon as the children received these, they looked at them carefully; then they held them up against their breasts so that the teacher could easily see what each child had. They described the forms on their flags thus: "I have an oblong. An oblong has two long sides, two short sides, and four square corners." We feared the pouring in process was followed, and asked to see them taught a new lesson.

Miss — "You may give the children a new lesson, one on a quality that they have never had, if you please."

Miss W. paused a moment, then said: "Children, tell me what holds the bell up there in its place?" "The wire," "What do you think the wire is composed of?" "Metal." "Yes. What kind of metal?" The pupils hesitated. "Well, you may name some of the metals," "Gold, silver, copper, steel, brass, iron." "Yes. You have seen wire that was made of how many of these?" "Copper, steel, silver, iron." "How many of you have ever visited a glass factory? A few. While you were there did you see a man with a lump of the melted glass, pulling it out into threads? Did you ever see anything else pulled out into such threads or strings? Something brown, that keeps growing lighter and lighter as it is pulled?" A few hands were raised. "It is something that you have seen in store windows, something that you all like." More hands go up, now nearly all. "Bessie may tell." "Yes, molasses candy." "Now you may tell what the man does with the glass to make it into threads, and what they do to the candy?" "Pull it." "Yes, they pull it, but there is another word?" "Stretch it." "Yes, but there is another one yet. When your brother's little wagon is under the table and he takes hold of it and pulls it out what do you call that?" "Draw." "Yes, we will use that word for the glass and the candy. What then does the glassmaker do?" "He draws the glass out into threads." "Yes, and what is done to the metal when wire is made?" "It is drawn." "It is drawn out into wire." "Can wire be made of the glass and candy?" "No, ma'am, it would break." "But wire can be made of steel and copper—why?" "Because it will not break." "Who can express that by using only two words?" Several attempts were made at this; some said, "won't break, can't break;" finally one little girl said, "without breaking." "Yes. Now tell me about the metal and the wire." After several attempts they finally said: "Some metals may be drawn out into wire without breaking." "Metals that can be drawn out into wire without breaking are said to be ductile. What metals are ductile?" "Those metals that can be drawn out into wire without breaking." "Now you may give me the whole sentence." "Ductile metals are those that can be drawn into wire without breaking."

Nothing was told them during the whole exercise, except the name of the quality, after they completely apprehended it. About 500 of the children assembled in the main room, and engaged in singing. Song after song was sung with evident interest, scarcely one was silent. The writer then left saying to herself, "I do not wonder those children are obedient and love to come to school."

No teacher should attempt to teach without the aid of his pupils. Every teacher knows that certain pupils in the school exercise a powerful influence. The good of the school and the good of those pupils, as well as the true education of our schools will begin when we become as much interested in seeing our children good as in seeing them great.

For the SCHOOL JOURNAL.

LESSONS IN PHYSIOLOGY.—NO. II.

By A. M. BROWN.

THE STOMACH AND THE GASTRIC JUICE.

The stomach contains a fluid called the gastric juice, which is necessary to the proper digestion of the food. Another fluid called saliva is taken into the stomach during the process of eating. If we eat slowly we mix the food with a greater amount of this substance than when we eat fast, and will experience no pain or inconvenience after the meal; but if we always eat fast, much of the food will go into the stomach in lumps, which will cause the stomach much extra labor to digest.

This extra labor seems to rob the whole system of its energy, and we feel dull, stupid and weak, in proportion to the amount of extra work the stomach has to perform. We frequently have what is called "heart-burn," or sour stomach, which is caused by over-eating, or washing down our food with hot drinks, or eating too fast; either of these causes prevents the presence of the proper amount of saliva. A remedy for this is to get more of the saliva into the stomach; this may be done by chewing or working about in the mouth some hard substance like a grain of corn, which will cause the saliva to flow from the root of the tongue; this is swallowed at the same time, and aids the digestion by strengthening the fluids already in the stomach. Abstinence from eating at the following meal time is better than any medicine in toning up the stomach. If no assistance is given to this member, the "heart-burn" will continue at each succeeding meal, the whole system soon becomes deranged, and the person has dyspepsia, which means imperfect digestion.

An interest will now be excited, and the child will judge for himself what is good and healthful for the system, and his own experience will, sooner or later, test this theory and prove the truth of his lessons. If the stomach is constantly kept in a disordered condition by the indiscretions of the eater, the health will soon fail, and the possessor becomes a broken-down specimen of humanity.

For the SCHOOL JOURNAL.

THE GEOGRAPHY CLASS.

YELLOWSTONE PARK.

By B.

In 1872 the Federal Government set apart a small portion of Wyoming for a National Park, because of its varied and wonderful scenery. The dimensions of the region are: sixty-five miles long, from north to south, and fifty-five wide, from east to west; its area is greater than the combined area of Rhode Island and Delaware. It was named from the Yellowstone river, which is the largest stream within it. The climate is not very severe even in winter; in summer hot days are seldom known, and the nights are frosty. Bison and elk graze on the mountain sides; moose haunt the marshes and woodlands, bears inhabit the forests and wild game abounds.

The most striking features of the park are its geysers and hot springs. There are about 50 geysers that throw columns of water from 50 to 200 feet, and probably as many as 10,000 hot springs, of two kinds, those that deposit lime and those that deposit silica. The temperature of the former ranges from 160° to 170°; that of the latter rises to 200° and more. The air about these springs is hot and fetid; the earth rumbles and shakes; but the terraces formed around them of the minerals deposited by the water, glisten enchantingly in the sunlight. Seldom are the deposits of any two springs alike; there are imitations of coral, honeycomb, pebbles, scale, and crystals. There are springs that throw out boiling mud of many colors—white, orange, green, violet, purple, brown, and blue. Some of the springs are in the shape of basins and pools, down in the clear depths of which may be seen grotesque and archlike structures, that seem to be frosted with silver and encrusted with pearls.

The comet of 1819 may now be seen without the aid of a telescope.

For the SCHOOL JOURNAL.

PLANT LESSONS.—NO. I.

BY ANNA JOHNSON.

SEEDS.

Have a collection of beans, peas, corn, oats, nuts, pebbles, marbles, balls, and similar small objects.

Ask the children to select something that grew. After they have selected a number of objects, ask for something that did not grow. Have them place the things that grew in one pile, and the things that did not grow in another pile.

From the objects that grew have them select those that can grow again. Compare the stone and nut, ask why the nut will grow and the stone will not grow. What has the nut that the stone has not? What do we say of a plant when it withers and stops growing? What has the plant then lost? What then has the plant that the stone has not?

If the nut has life why does it not grow now? What are the trees doing in winter? What do you do at night? What then do you think the seeds are doing? What wakes the trees up? How can we wake the seeds up?

Have enough soaked beans to distribute to the class. Have some that have started to grow. Distribute some of the hard beans also, so they can compare the two. Which ones have commenced to wake up? What made them? What was done to them that was not done to the others? What is one thing the seed needs then?

What name do we give to very young animals? What may we call very young plants? How many would like to see the baby-plant in the seed? Loosen the skin of a bean and show it. How is the seed covered? If the term is not given, ask with what our bodies are covered. Ask them to loosen the skins on their seeds, or with their nails cut the skin around the edge of the seeds, open them and see if they can find the baby-plant.

What part of a house do people go out of? See if you can find the door that this little baby-plant comes out of. If they fail to do so, show one that has started out.

What else does the seed need besides water to wake it up? If we put it out in the cold will it grow? Why not? What then does it need?

There is one thing more the seed needs, that we need every moment. What is it? Name the three things necessary for the growth of the seed.

Besides the air we breathe what else do we need to keep us alive and make us grow? What do the plants also need? Where do the plants get their food? What part of the plant gets the food from the earth? Has the baby-plant any root at first? Where does it get its food to begin to grow? See if you can find anything in the seed that it can live on? Who was it that so thoughtfully stored away the food for the baby-plant?

Have some pots or boxes of earth prepared and let the children plant several seeds of different kinds in each, or the teacher may do it in the presence of the children. The scholars may be allowed to water the seeds and watch their growth.

FLOODING THE SAHARA DESERT.—Count de Lesseps has explored the route and declares that the construction of a canal to flood the great African desert with the waters of the Mediterranean is feasible.

It is proposed to cut a channel through the narrow neck of land which separates the salt marshes south of Tunis from the Gulf of Gabes, and thus pour an ocean into the vast basin of sand whose farther rim is the border of the Soudan—a land of the riches of India and the population of the United States. Count de Lesseps, the great uniter of the earth's waters, has laid his stupendous project before his admiring countrymen, with sublime confidence in his ability to secure \$15,000,000 for the work by merely asking. The Count is now nearly eighty years of age, and in his long and romantic career he has accomplished prodigious achievements; but if he restores to the burning sands of Sahara the waves which in a remote age rolled over them, it will be the climax of his career.

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"I am sorry to have you lose so much of your recess, and if you can make the time for your coming in shorter, then, of course, your recess can be longer. I should not wonder if after a few trials you should find that you could all come in and be in your places ready for work in one minute, if so I shall be very glad; for then you can have an uninterrupted recess of nineteen minutes, which will be a great gain."—*Abbott's Teacher.*

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THE BOATS THE GNATS BUILD.—Did you ever hear about the wonderful boats the gnats build? They lay their eggs in the water, and the eggs float until it is time for them to hatch. You can see these little eggrafts on almost any pool in summer. The eggs are so heavy that one alone would sink. The cunning mother fastens them all together until they form a hollow boat. It will not upset, even if it is filled with water! The upper end of these eggs is pointed, and looks very much like a powder-flask. One egg is glued to another, pointed end up, until the boat is finished. And how many eggs do you think it takes? From two hundred and fifty to three hundred. When the young are hatched, they always come from the under side, leaving the empty boat afloat.

QUEER WORDS AND PHRASES.

Butterfly.—So called from the yellow species, which are the most common.

Letting the cat out of the bag.—A countryman is said to have put a cat into a bag, and to have about sold it for a sucking-pig. The discovery of this trick is said to have been the origin of the saying, "Letting the cat out of the bag."

Cambric.—From Cambray, in France, where this kind of fine white linen was first made. It was first worn in England in 1580, when it was a great luxury.

Cancel.—From a Latin word meaning lattice-work. Deeds were originally obliterated by lines drawn over them in the shape of lattice-work. The State officer who did this was called *chancellor*. The *chancel* of a church was so called because it was anciently divided from the body of the church by lattice-work.

Cape Horn.—Was so named by a Dutch sailor who first "doubled it," from the name of his birthplace, Hoorne, a village on the Zuyder Zee.

Catch-penny.—(Worthless.) The term is said to have originated in London in 1824, just after the execution of Thurtell for the murder of Weare. A publisher made a great deal of money from the sale of Thurtell's "last dying speech." When the sale of this speech fell off, a second edition was advertised, headed "WE ARE alive again!" with little space between the first two words. These two words the people took for the name of the murdered man, reading it, "Weare alive again!" A large edition was rapidly sold. Some one called it a "catch-penny," and the word rapidly spread until it came into general use.

Chaffing.—In some countries when a man has been guilty of whipping his wife the neighbors will empty a sack of chaff in front of his door, to indicate that a thrashing has been done there. This was called chaffing, and is probably the origin of the word.

Chocolate.—From two American-Indian words, *choco*, sound, and *alta*, water, from the sound made in grinding or pulverizing the cacao-nut with water.

THE WORD METHOD.

In learning to read by the word method the teacher places on the board some simple word, as "man." The teacher points to it and says, "man." The children are required to say "man" as the teacher points. The spoken word "man" and the written word "man" thus become linked by association. Other words are learned in the same way. The words selected are such as are familiar to the child, as cat, dog, fan, top, etc. Pictures are made use of in connection with stories. The picture suggests the whole story, and the parts of the picture suggest the words used in telling the story. The child sees a word and names it; and he does this in the same way that he sees and names a chair or any other object, by means of the mental picture of the whole thing which is formed in his mind, and the recollection of the name associated with it.

The word "lion" calls up not only the idea of an animal the child has seen, but all its associated ideas—the child lives over again that eventful circus day. The printed word, as a mere word, is a new, strange object which oftener repels than attracts. There is no stimulus in it. But a printed word which suggests a real object "fills the child's consciousness with interest for the object, leaving just room enough for the new form to find a resting-place. On the other hand, try to fill the child's mind with the word itself, and you fill his soul with disgust." Try to fill the child's mind with the forms of letters and articulate sounds, and you fail to arouse interest or hold attention—the stimulus is wanting. Learning the printed word as a whole, in the same way the spoken word is learned, without attention to parts before it becomes a clear object in the mind, is called the word-method. The stimulus is the idea, and the vividness of the idea determines the result.

Bad reading comes from the attempt to learn words behind which no vivid ideas can be seen. We learn to read to get ideas, and not to get mere words. Any method which hinders acts of association between words and things hinders the child's mind in learning to read. "The height of the art of teaching is found in simplicity." Show an object, write its name, and say just enough to lead to the act of association.

For the SCHOOL JOURNAL.

PUNCTUALITY.

BY A. S.

Those pupils who are interested in school will seldom be late, but there are always those for whom a special effort must be made to interest them in school and its duties. All teachers have some opening exercises, and here is the place to touch the interest of the pupil. The old way of "calling the roll" affords no interest to pupils; it has quite a reverse effect. Better mark the register quietly, at some time when the pupils are studying. The opening exercises ought to be very short and constantly varied. The pupil who is habitually too late for the opening exercises will seldom be too late to get into his class a few minutes after, and often will be a model scholar during the whole session. I have never forgotten an answer given by two boys between the ages of fourteen and seventeen, who were slowly walking to school when told if they did not hurry they would be too late. The answer was:

"Oh, we don't care to get there in time for the church part. We'll get there in time for the lessons, and that is enough."

Those are not the only pupils who think opening exercises dull and forming no part of the school work. They certainly showed that they were interested in—the "school part"—and meant to be in time for that. Here is a hint.

NEWS OF THE WEEK.

WITH HINTS FOR TEACHERS.

Dec. 26.—Nine sailors out of a crew of twenty that sailed from New York on the bark Mohawk, were brought to the hospital to-day, so badly frostbitten that some of them will be obliged to have their feet amputated.

Dec. 27.—The Statistician at Washington has just completed an estimate of the principal crops for 1883, which shows that the crop of potatoes, other root vegetables and oats has been abundant, corn 12 per cent. smaller than usual and wheat somewhat larger. The cotton crop is 6,000,000 bales.—280 business failures during the past week, 31 more than the week before, 44 more than for the corresponding week of 1882.

Dec. 28.—The display of colors in the sky after sunset to-night was the most brilliant and beautiful that has yet been seen.

Dec. 29.—The victory at Sontay has aroused the aggressive spirit in France. China is informed that she will have to pay a large indemnity if any of her troops were engaged with the Annamites against the French.

Dec. 30.—Sergeant Mason has entered into a contract with a Philadelphia museum manager, to exhibit himself for the sum of \$200 per week. [Which is the more demoralized, he or the people who go to see him?]—The commercial reports of the United States show that the excess of our exports over our imports during the past year amounts to \$118,603,288, while the import of coin and bullion is \$6,417,686 in excess of the export. [What does this show as to the financial condition of the country?]

Dec. 31.—The Chinese are reported as willing to make concessions to France for the sake of peace.—El Mahdi is preparing to descend into Egypt.—A traveling salesman for a firm of diamond brokers in New York started out with \$35,000 worth of gems, and has not been heard from since the middle of Dec.—A gold mine has been discovered in the vicinity of Portland, Ore.

Jan. 1.—Business, at the beginning of the year 1884, is dull. No panic is feared, but small houses are failing, and manufacturers shutting down.—Both houses of the Legislature, of New York, were organized at noon at Albany. Dennis McCarthy was elected President pro tempore of the Senate and Titus Sheard Speaker of the Assembly.—The Exhibition for the Bartholdi Pedestal Fund closed at ten o'clock P. M. The proceeds of the exhibition amount to \$12,000.

THINGS TO TELL THE SCHOLARS.

Our Washington Monument in Washington is already higher than the third Pyramid in Egypt, and within a hundred feet of the second. It will be, when completed, the highest structure in the world.

PAPER is now substituted for wood in Germany in the manufacture of lead pencils. It is steeped in an adhesive liquid, and rolled around the core of lead to the required thickness. They sell in London at about sixty cents a gross, wholesale.

A new medicine has been discovered by Professor Fischer of Munich. It is a white crystalline powder obtained from coal tar, and has the effect of rapidly diminishing fever-heat. It is believed that it will render the use of ice in fever cases unnecessary, and that it will, to a great degree, take the place of quinine in malarial diseases.

THE Emperor of China, who is 16 years old, eats with gold-tipped chopsticks of ivory, and sleeps on a bedstead carved and ornamented with gold and ivory, which has been used for two centuries. He studies Chinese and marches three hours a day, and spends two hours in archery and riding. Every one, even his father and mother, kneels to him on entering his sacred presence. He is accompanied by eight attendants who will not let him over-eat.

ABOUT INSECT POWDER.—The insect powder used with such fatal effect on insects is the fine pollen of the Chrysanthemum corymbosum—which is perfectly harmless to man. Used against various household pests, under the names "Persian insect powder" or "Dalmatian insect powder," it has hitherto been put up in small bottles or packages and sold at high prices. It would be an excellent plan to grow these Chrysanthemums, and thus collect one's own insect powder at no cost and with the additional advantage of growing a beautiful flower. Try it.

The process of rolling cold iron owes its discovery to merest accident. A foundryman, a workman at the rolls, neglected to take his tongs from a bar of heated iron in time, and they were carried through the rolls. Much to his surprise the tongs, instead of being broken in passing through the rolls, were reduced to the same gauge as the heated bar, and shone like steel. The workman called the attention of the superintendent to what he thought was merely a "funny" circumstance; but the superintendent jumped at the conclusion that if it were possible to roll iron cold once it could be done again. He commenced to experiment, and had not gone far before he discovered that cold rolled iron was in every respect the equal of steel for shafting purposes, and in some respects it is superior, as it is more easily turned to any desired size than steel. Other discoveries followed this, and the process for rolling iron cold was patented. The man who allowed his tongs to go through the rolls was suitably rewarded, and the persons who followed up and placed his discovery on the market have made millions.

GOLDEN THOUGHTS.

(These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.)

Politeness is benevolence in little things.

The manners of a gentleman are the index of his soul.

Good habits are such practices as tend to make ourselves and others happy.

The happiest persons are those who always try to do what they think is right.

Show not yourself glad at the misfortune of another though he were your enemy.

Prefer knowledge to wealth; for the one is transitory, the other perpetual.—SOCRATES.

Of all persons there is no one so truly ridiculous and pitiable as he who ridicules others.

It takes two persons to create a scandal; one gossip to tell it, and one to listen to it.

A taste for books is the pleasure and glory of my life. I would not exchange it for the glory of the Indies.—GIBSON.

EDUCATIONAL NOTES.

ELSEWHERE.

NEW HAVEN.—The Reception given to parents and others by the twelve departments of the Dwight School on Dec. 20, was made a very pleasant affair by Principal Camp.

IOWA.—Supt. Gates, of Sanborn, had an attendance of 120 teachers at the O'Brien County Normal this fall, nearly every one of whom reads at least one educational journal!

ILLINOIS.—That progressive school man, Supt. Sanford, of Ogle county, shows his appreciation of "Parker's Talks on Teaching," by adopting it as the text-book on which, for 1884, he will examine candidates in the "Theory and Practice of Teaching."

NEW YORK.—The officers of the State Teachers' Association have issued a circular letter asking school officers throughout the State to early appoint delegates to the Association, to be held at Elmira next July. The object is to have an unusually strong representative body of men in attendance.

FLORIDA.—The colored teachers of Leon and Gadsden County public schools held a three weeks' institute recently at Quincy. Instruction was given by able educators, on the art of teaching. Lectures and speeches were also made by State Supt. Foster, Bishop Wyman, Judge Parsons, Major Rivers, of the West Florida Seminary, and Prof. Dickerman, of Florida University.

KENTUCKY.—J. G. Robinson, the faithful Superintendent of Clark county, in an item for the local press, asks: "Is it not really the duty of teachers to attend associations, and to read and study the science and art of teaching, as laid down in educational books and school journals?" And thus cogently answers his own question: "It is, whenever possible, if they have enough real interest in the business to prompt them to do so; if not, it is their duty to quit the business and find something to do that is more congenial to their tastes."

IOWA.—The State Teachers' Association convened at Des Moines on the 26th of Dec. It is thought that the number was at least 450. In the afternoon Col. Parker delivered a popular and instructive address, "Learn to Do by Doing." At the first evening session Bishop Hurst delivered an eloquent welcoming address to the assembled wisdom of the State, which was responded to by President Pickard, of the State University. Prof. S. N. Fellows, of Iowa City, also delivered a fine address on the money value of education.

VERMONT.—A recent visitor to the Johnson Normal School is pleased with the results of his observation. One of the first steps in the teachers' drill is that of the text-book—its object being to give students the power to understand and interpret an author. In Psychology the topical method prevailed, with a combination of oral and written work. In Pedagogy, Brook's Normal Methods of Teaching is taken as the standard—everything possible being objectively or graphically illustrated. The study of English extends through the course, and, including reading and grammar, which are treated as literature, is based on the English classics.

ILL.—The Illinois State Teachers' Association assembled in Springfield on Dec. 26. There were over 200 teachers present. Gov. Hamilton made the address of welcome. He held that the safety of the Republic largely devolved primarily upon the teachers of the country. He strongly urged that political economy and history should be taught to a fuller extent than now. President Boltwood responded to the Governor's address in question. He was followed by Gen. John Eaton on the question, "Shall we consider the subject of modification of our system of education?" He strongly advised industrial education and schools of technics that we might have better mechanics, better farmers, and more thorough intelligence among the masses. The great body of our people are laborers. They should be taught to labor intelligently.

MINNESOTA.—A recent visitor at St. Cloud thus speaks of the State Normal School: "The appearance of the school impresses one that it is doing a great work for Minnesota. The discipline is admirable. The movements of the school show upon their face that the system and mechanism of the institution are rightly subordinate to the end in view. The arrangements made secure order and harmonious working. They help, and do not check, free mental development. It was pleasing to notice the drill work to secure attention—the concentration of mental power upon a given point; the evident plan to harmonize instruction with the true nature of the mind; the recognition throughout the

school that education is a growth—not a cramming process—and a growth of harmonious development. Naturally the pupils are incited to think. The very atmosphere of the institution also savors of a healthy moral tone."

ALBANY.—Mr. Eugene Bouton, Professor of the English Language and Literature in the Albany Academy, has resigned that position to accept an appointment as Conductor of Teachers' Institutes tendered him by State Superintendent Ruggles. Professor Bouton graduated from Yale in 1875 and began his career as a teacher in the Norwich Academy as Professor of Latin and Greek in the fall following. After two years at Norwich he was elected principal of the Sherburne Academy, where he served until he entered upon his present work in the Albany Academy. During his service in Chenango county he was President of the County Teachers' Association, delivered several lectures in various parts of the State, and read notable papers before the Convocation of Regents. For two years he has been connected with the New York State Inter-Academic Union in the capacity of examining committee, and last fall conducted the Teachers' Institute in Jefferson County to supply a temporary vacancy. He received the degree of A. M. from Yale College in 1880, and the degree of Ph. D. from Syracuse University in 1882. Professor Bouton is eminently qualified for the position, and Supt. Ruggles is to be congratulated for his sagacity in making such a fit appointment.

ALBANY, N. Y.—The re-union of the graduates of the State Normal School, founded in 1844, took place Jan. 27. The exercises were held at the High School building. The prayer was by Rev. A. Parsons, class of '50; hymn by Jane J. Jewell, '66; song by Harriet Hall, '68; Historical Retrospect by E. P. Waterbury, '49; greeting hymn, Mary A. McClelland, '68; poem by Sarah Kepel, '76; addresses by Sherman Williams, '71; W. F. Phelps, '45, W. M. Giffin, '73; poems, Wm. G. Brownson, '58, Amelia E. Daly Alden; closing hymn, by Mary C. Bennett, '55. At the business meeting Judge Smith was elected President of the Alumni for the ensuing year. In the evening a social re-union was held. About 400 of the 3,000 graduates were present, nearly all of the classes were represented. From President Waterbury's address it appeared that the average term of teaching of the graduates was between seven and eight years; that many had reached positions of eminence, some as principals of normal schools, county and State Superintendents, principal of schools, writers of text books, editors of educational papers, etc.; and also in the fields they had selected after teaching awhile as lawyers, judges, governors, clergymen, physicians. The school has had a notable past and has made a liberal contribution to the educational forces of the country. Only two normal schools had previously been organized. A new building costing \$100,000 is in process of erection.

PENN.—The late annual Institute of Wayne Co. was held at Honesdale with an enrollment of over 200 teachers. Prof. Thomas, of the Mansfield State Normal School, made some excellent points on Class Questioning: "(1) The object of class questioning is to develop thought. (2) The teacher should endeavor to direct the attention in the proper channel. (3) Questions should assist the pupil to tell what he knows in good language. (4) Prepare the mind of the pupil for new knowledge. (5) Examination questions should be broad and comprehensive. (6) Answers to questions should not be hasty; neither should there be any guess-work allowed. (7) Teachers should not forget to go slow. (8) They should be careful not to talk too much. Mr. Thomas compared the scholars to narrow-necked bottles and the teachers to wide-mouthed pitchers, which were very liable to spill over when pouring too fast. (9) Practice economy in class work. Avoid repeating answers made by pupils. Do not use too many words to express your commands. For example: "You may take your seat" for "sit;" "stand up" for "stand;" "clean off the blackboard" for "erase." Dr. Schaeffer, of the Kutztown Normal, divided the time of studying History into three parts, namely: Preparatory stage, text-book stage, and the advanced stage. "History can best be taught when taken in connection with Geography or Reading. Much history can be taught without a text-book in the form of question and answer. Make the subject pleasant for a time so as to induce personal effort, then have the pupils do independent work. In assigning a lesson make it of definite length and insist on having it well studied. Where the pupils can express themselves in good English, they should not be allowed to recite in the words of the text-book." Supt. Shelly, of York, said: "Genuine morality should be taught in our schools if we wish to attain to the true end of teaching. Character-building must be

steady and begin early. The life of a camp is sometimes started for the bad in the cradle, but the germ of something better is there, and it is the business of the teacher to develop it." Dr. Jessup, of Beyrouth, gave an interesting lecture on "The Arabs."

FOREIGN.

ENGLAND.—The Educational Department, in its instructions to school inspectors, advises that the birch-tree be left to develop its beauty, and be not robbed of its branches for the purpose of corduroying the backs of the adolescents. The department charges upon the inspectors of schools not to fail, in their intercourse with teachers and managers, to impress upon them that the more thoroughly a teacher is qualified for his position by skill, character, and personal influence, the less necessary is it for him to resort to corporal punishment at all.—One of the finest and most cheerful buildings in London is St. Thomas's Hospital, on the banks of the Thames. It consists of seven four-story red brick buildings, united by arcades, the whole costing \$2,500,000. Connected with it are the Nightingale home and training-school for nurses. Nurses trained here are of two kinds—special probationers (those who are gentlewomen by birth, daughters of clergymen, officers, medical men and others of the upper-middle and middle classes,) and ordinary probationers (the daughters of small farmers, tradesmen, and artisans.) The former are trained to be future heads of hospitals. These nurses must come to the home with the express object of entering the profession of nursing, permanently. They pay \$150 for the first year's training, and agree to remain for two years in the hospital work after leaving the school. These can always obtain good situations, usually at \$1,000 a year. The ordinary probationers are from 35 to 38 years of age. They must remain one year, having their board given them and \$64 in money and clothing. During the next three years they "are required to enter into the service as hospital nurses in such situations as may from time to time be offered to them by the committee."

MALARIA causes to the State of Italy an annual expense of two million dollars through the necessity of maintaining a number of hospitals expressly for malaria patients. The damage to the national wealth cannot be calculated, is for immense; hundreds of thousands of working people in their best age are seized by the disease, and large tracts of fertile country have to be left uncultivated. A very remarkable feature is the progress and the greater violence of the disease since the construction of railways, which circumstance is ascribed to the necessary earth cuttings and the baring of stagnant waters. There are in fact some lines along which the strongest, healthiest workmen, and officials stationed there, are unable to resist the attacks of fever.

ETIQUETTE FOR CHINESE WOMEN.—A young girl walking in the street must not turn her head round; nor at home is she to glance slyly at visitors. She is to remember, moreover, that girls who are always laughing and talking are not esteemed; and that virtuous women have been honored from the earliest times. Women should be able to read, write, and use the counting machine, so as to be in a position to direct a household. They should read books of piety and stories of morality, avoiding love poetry, songs and anecdotes. Women should be reserved; and they are cruelly enjoined never to occupy themselves with other people's affairs. Men ought never to talk of domestic matters, while women should never talk of anything else. When a visitor is in the drawing-room, the lady of the house should not be heard raising her voice in the kitchen. Women are not to paint their faces and wear striking colors, for the insufficient reason that if they do the men will look at them. Young women, as well as young men, are to be dutiful to their parents, and always in a good humor, even when their father and mother are not. They are to ask whether they are hot or whether they are cold; to take them food and drink and to furnish them with new boots and shoes. When a young woman is grown up and married to an honest man she must not forget her parents, and once or twice a year must ask permission of her husband to go and see them. "From the highest antiquity until the present day the rule in marriage has been that the husband commands and the wife obeys." Virtue for a wife consists in having an equal temper; and to arrive at this much must be supported.—*St. James' Gazette.*

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department or another.
3. Be pointed, clear and brief.

An article in the SCHOOL JOURNAL of December 8th, by a County Supt. of North Carolina, and headed "The Negro, as an Educator," is calculated to mislead your Northern readers as to the sentiment of the South in regard to employing white teachers for colored schools. It is doubtless true that social ostracism would follow this attempt in North Carolina; but it is not true of the entire South. In Virginia, for many years after the establishment of the Public School system, the majority of the teachers of colored schools were whites, ladies and gentlemen, and their social standing was not affected one whit by that fact. A change was made only when negroes were found qualified to teach the colored schools. In South Carolina, particularly in Charleston, whites, male and female, whose family connections are among the best people of that State, are engaged in teaching colored schools; and this is true in many parts of the South. Strong and unreasoning prejudice still exists in some sections, as Mr. Smith's letter indicates, but this is not the true sentiment of the South, so far as I have been able to read it.

TEACHER.

Please give a program for an ungraded school.

[No teacher can well manage and teach more than four classes. We give a program that will require twenty recitations.—ED.]

Time.	Class.	Recitations.
9.00	9.10	10
9.10	9.20	10
9.20	9.35	15
9.35	9.55	20
9.55	10.00	5
10.00	10.15	15
10.15	10.30	15
10.30	10.45	15
10.45	11.00	15
11.00	11.10	10
11.10	11.30	20
11.30	11.50	20
11.50	12.00	10
12.00	1.00	
1.00	1.10	10
1.10	1.30	20
1.30	1.45	15
1.45	2.00	15
2.00	2.15	15
2.15	2.30	15
2.30	2.45	15
2.45	3.00	15
3.00	3.15	15
3.15	3.30	15
3.30	3.45	15
3.45	4.00	
	B	

Suppose that a man can walk around the earth in an opposite direction from its diurnal evolution and with the same rapidity; that he starts on Sunday noon, and while on his way meets a man who says it is Monday noon. Where and when did he pass from Sunday into Monday?

The line at which a day begins is not generally indicated in our maps, but is, nevertheless, well known to navigators accustomed to make voyages round the world.

It is an irregular line off the eastern coast of China. At an island on the east side of that line it would be Sunday noon when it was Monday noon at an island on the west side, although the islands may not be a mile apart. The answer to the question, then, is that the moment the traveller reached a place on the west side of the line which starts the day—and in a great part of its course this line is the coast of China itself—he would be told that it was Monday noon.

Ep. 1. I admire your defence of Col. Parker against the criticisms of the "old foggies"; your arguments for professional work in the school-room, your practical hints; in fact, there is scarcely an article in the INSTITUTE but contains information from which the true teacher may derive benefit.

F. M. McCULLY.

I regard your papers as the best published, and can always see an influence for good from them when in the hands of a teacher. You can send me a copy of the JOURNAL from time to time.

CHAS. M. HARRIS, Supt.,

Dinwiddie Co., Va.

EDUCATIONAL MISCELLANY.

EDUCATION IN NEW YORK CITY.

The Board of Education tell the Board of Estimate and Apportionment what sum they need for the schools, and that body gives what they think the public will consider right. The estimates of the Board of Education called for \$4,431,950, in which was included \$850,000 for sites and buildings for new schools.

An interesting discussion arose, which displayed a want of grasp of the subject of education by the Mayor and Mr. Asten, of the Tax Department, (the other members are Comptroller Grant, and Mr. Reilly, of the Board of Aldermen). Mr. Devoe represented the Board of Education

Mayor Edson said: "If we help the board out of their trouble this year they will be in the same trouble next year, and this thing will keep going on until it breaks of its own weight. It will not be long before the tax-payers will be called on to pay \$10,000,000 a year for the one item of education."

Mr. Devoe responded: "We certainly shall be as deep in the mire next year as we are this year. This money won't begin to relieve us. We need to-day a round \$1,500,000 to put up new school buildings, and unless the Legislature changes the school laws we shall have to build these school-houses within the next two years. Had the Board of Estimate given us all we asked for in past years we could have got along with \$4,000,000 this year, but since 1877 this board has cut our estimates \$1,700,000. To continue the schools under the present law you have got to spend nearly \$2,000,000 for sites and buildings within the next two years, and you may as well face the fact now as to postpone it."

Mr. Asten.—"What has caused this demand for new schools?"

Mr. Devoe.—"The rapid increase of population in the upper wards."

Mr. Asten.—"I suppose you know that many people believe, as I do, that a plain English education is all that the children who attend our public schools need?"

Mr. Devoe.—"I know that a very incorrect impression prevails in regard to what is called "higher education." The fact of the matter is that the higher education don't cost many thousand dollars. Our great expense is the item of \$2,500,000 for teachers. They get on an average a salary of about \$700. They might live in Philadelphia, perhaps, on \$500, but they can't do it in this great City for less than they receive. These teachers taught last year over 200,000 pupils, and they earned their salaries well. The Normal College costs us \$100,000 a year. It supplies us with our teachers, and I don't know how we should get competent teachers without it. The Nautical School costs us \$27,000 a year, and that, speaking as a tax-payer, I look upon as an imposition. If the Chamber of Commerce is proud of it, as they claim to be, they ought to pay for it. It should not be foisted on the common school system of the city."

Mr. Asten.—"How many graduates does the College of the City of New York turn out in a year?"

Mr. Devoe.—"The College graduates about 40 boys a year, and costs us \$135,000."

Mr. Asten.—"That is over \$3,000 for each boy."

Mayor Edson.—"I have been told that children from Jersey City and other places come to this city, give their residence at the house of relatives or friends, and attend our schools. Is there any way of determining how many such non-resident pupils we are paying to educate?"

Mr. Devoe.—"There are such cases. I have no doubt, but they are very few. I will give \$1 for each pupil of this kind above 50 that can be found in our schools."

Mayor Edson.—"We are appropriating for this one department more than one-third of all the money subject to appropriation by this board, but I see no way to avoid it."

Mr. Devoe.—"If the Legislature don't help us by this time next year we shall come to you again for \$4,500,000."

The entire amount, \$4,431,950, was approved by unanimous vote, \$750,000 of the sum being appropriated for sites and buildings. The appropriation last year was \$3,750,000. The appropriation of \$136,000 for the College of the City of New York was adopted.

The amount expended here for so-called "higher education" is one-seventeenth of the whole—an amount not worth speaking about. It is not \$3,000 for each graduate of the City College. The 700 or over who do not graduate cost the bulk of the sum expended on the college.

But suppose this city does by-and-bye expend ten millions for education, what then, Mayor Edson? Why, it would be a cheap investment. It is ignorance not knowledge that costs. The better the schools the more attractive this city becomes. So let the Board of Education go on and erect its new buildings and gather the children in them. Thanks to Mr. Devoe for courageously maintaining the needs of our schools.

For the SCHOOL JOURNAL.

OVER-WORK.

It is a question worth answering. In what way does over-work, of a physical kind, injure or kill? The animal machine must rest and recruit; time flows on destroying silently and surely. Every degree of force which the body exhibits is the resultant of the force that is liberated in the combination of air with blood; or, to go to first principles, of air with food. But, as the body is constructed, its power of receiving food and its capacity for taking in air, are limited; hence the force which it can yield is limited, and if the force put forth in a stated period be greater than that which ought to be put forth in that period, the extra force is exerted at the expense of the organism itself; and as much as is lost in any present effort, by so much will its power be diminished in the future, for the body is not constituted to make up against time the slightest breath of force it has once lost.

The exact mode of death from physical over-work is by the destruction of those parts of the body on which the involuntary acts of life depend, viz.: the muscles and the nervous structures engaged in the digestion of food, the circulation of the blood and the respiration. Usually in cases of over-work, the heart goes first; but sometimes the organs of respiration go equally early, or even take precedence in the bankruptcy of life. In large towns and cities we discover, in men engaged in pursuits which call forth the whole of the bodily powers, that they suffer very early in life from over-action of the heart, the organ becoming in them enlarged and unduly excitable. They are subject, from this cause, to frequent and sudden congestion of the lungs, and of other vascular organs. They cease to be uniformly and properly nourished, and great numbers of them die, at, or even before, middle age, not because the heart itself has actually failed, but rather because, by its over-action it has tired out the other vital organs dependent upon it. The assumption is a foolish error. By skillful training, it is quite true that men may be, and are, brought to a fine external standard; but the external development is so commonly the covering of an internal and fatal evil that I venture to affirm there is not in England a trained professional athlete of the age of thirty-five, who has been ten years at his calling, who is not disabled. That a certain amount of activity is absolutely necessary to a normal physical development, no one will deny. But nature has furnished us with the means of this activity without the need of external appliances, and without the excitement which necessarily accompanies all competitive contests. A few minutes, upon rising in the morning and at intervals during the day, spent in exercises in deep, full breathing, and free exercise of the limbs and dorsal muscles; or a short and vigorous walk, will, ordinarily, fit one far better for vigorous and sustained mental exertion than can any exercises of the gymnasium or campus. If the stock of physical energy which we have acquired by sleep and food be expended in bodily exercises, the mind is enervated and utterly unable

to meet the demands which may be made upon it; for it is well-known that a greater draft is made upon the energies by mental than by physical exertion.

It is a pitiable sight to see an honest, earnest student, who wishes to make the most of his advantages, deluded by the popular notions concerning the excellence of physical culture, throwing way his vital energies, and then trying to spur on jaded intellect till, from these unnatural and suicidal drafts, he finds himself bankrupt, still honestly supposing that he has done everything in his power to achieve a grand success.—*VOLANTE.*

For the SCHOOL JOURNAL.

THE HEAVENS IN JANUARY.

Mars is a morning star; rises on the 1st at 8 o'clock, P. M. He is easily recognized as a brilliant red star, southeast of Jupiter, in the handle of the Sickle.

Uranus is also a morning star; he rises on the 1st at 11 o'clock in the evening. He can be seen with a good glass in the constellation Virgo; and is stationary nearly the whole month.

Jupiter is morning star until the 19th, and then evening star until the 7th of August. At 10 o'clock on the evening of the 19th he reaches opposition, and can then be seen in his greatest glory well up in the zenith.

Venus is now evening star for about two hours after sunset, in the western sky.

Saturn is also evening star, and after it becomes dark can be seen about half-way up the zenith.

Neptune is evening star.

The Moon on the 8th is in conjunction with Neptune at two minutes after one o'clock P. M.; on the 9th, with Saturn at fourteen minutes after 2 o'clock, P. M.; on the 14th, with Mars; on the 17th, with Uranus; on the 26th she is nearest Mercury; and on the 30th is in conjunction with Venus.

The agitation on the sun has been almost without intermission since July.

The comet can now and then be detected by the naked eye as a faint patch of nebulous light. An opera-glass brings it into view. It is a little above a line drawn from Vega to Gamma Draconis, and nearer to Vega than to Gamma. The ruddy glow before sunrise and after sunset has been seen in Europe as well as here. Prof. Brooks, of Phelps, N. Y., announces that he saw a cloud of telescopic meteors following the sunset. It may be that a cloud of minute meteors has been attracted into and is floating about in the upper atmosphere of the earth, to be consumed by impact with the air and descend as cosmic dust and appear no more. Or perhaps a stratum of the atmosphere has been decomposed and it is floating about at a high altitude, absorbs all but the red rays and reflects them. Or perhaps the eruption at Java threw smoke to a great height, and that is wandering in the upper air.

THE remains of the Cid, rescued from the hands of the Prince of Hohenzollern, into whose treasures they had found their way after having been stolen by French officers during the Peninsular war, have been brought back to Spain, and were recently handed over by King Alfonso to a deputation of the municipality of Burgos sent to Madrid to receive them. The deputation then started for Burgos, where the whole population was waiting for them. The station was beautifully decorated, cannon were fired, and all the authorities of the city accompanied the remains to the cathedral, where a solemn *Te Deum* was sung. The bones were then placed in a chapel arranged for the purpose, where they will remain until a "Pantheon" can be built for them by national subscription. The car on which the remains were borne was painted by a special committee and decorated with the arms of the Cid, Burgos, and Castile; while a pamphlet describing all the vicissitudes which the mortal remains of the Spanish hero have suffered was largely distributed by the Burgos municipality, both in that city and in Madrid.

NEW YORK CITY.

MR. FRANKO'S CONCERT.—January 22d Mr. Sam Franko's annual concert takes place at Steinway Hall. Mrs. Emil Gramm, Mr. Fritz Giese, Mr. Gramm, Mr. Nahn Franko, Mr. Bruno Klein and Miss Jeanne Franko will assist. Some new compositions are promised for this occasion.

ORATORIO CONCERT.—The Oratorio Society scored new triumphs on the 26th and 27th of December, at the public rehearsal and concert at the Academy of Music. Handel's famous work, "The Messiah," which is particularly appropriate and welcome at Christmas-time, was performed. The frequent hearing of this composition is a severe test of its worth, and each year it continues to draw immense audiences. The large chorus of the Society, about five hundred voices (ladies and gentlemen), occupied the stage with the symphony orchestra, and the following soloists: Mrs. E. J. Grant, soprano; Mme. Trebelli, contralto; Mr. Max Heinrich, bass; Mr. Charles H. Thompson, tenor. These forces were under the control of Dr. Damrosch, who interprets this work in strict accordance with Handel's views. The next concert of this society will take place March 18, when Bach's "St. Matthew's Passion" will be given.

AMERICAN ART GALLERY.—The exhibition of paintings by American artists will remain until January 12. These paintings comprise the private collection of Mr. Thomas B. Clarke, who exhibits them for the benefit of a permanent fund for a prize which will be awarded annually hereafter, for the best figure composition that is shown at the Academy of Design. One hundred and sixteen artists are represented in the collection, many of them residents of this city. The pictures are all interesting, and many of them carried off first honors at recent exhibitions of the Academy of Design. Among them we remember Mr. J. W. Champney's water-color, "On the Heights"; Henry P. Smith's "Mid-Ocean"; Mr. Chas. F. Ulrich's "Glass-blowers," and "An Amateur Etching"; Mr. Chas. Weldon's "Dream-land," and several landscapes. The exhibition is an attractive one, and well worth a visit.

TO READERS.

If you are a subscriber, please look at the label on your paper, and kindly renew your subscription in advance, so as not to miss any numbers of the paper. If it is not convenient to renew at the expiration, please to state in a note to us the time you can do so; we continue the paper in many such cases.

We desire every reader to aid the circulation of the JOURNAL, and will cheerfully send specimen copies. We know there are thousands of teachers who feel the advancing wave of public opinion, and who want the best means possible at their command to aid them in their school-room duties. Those who receive a copy of the paper and are not subscribers, we urge to become subscribers at once. Coming from the great metropolis of the country as it does, it is freighted with the best and most practical information relating to education. Its writers are practical teachers who speak of what they know!

We return thanks to our many friends in all parts of the country who are sending in subscriptions and helping on our work. We assure them that the JOURNAL during 1884 will merit the kind words they have said about it. But the number of those in this country who do not take an educational journal is yet very large.

Our magazine TREASURE TROVE is not a child's paper. It is intended to meet the wants of youth of the rising generation; those who are in school to-day, but perhaps to-morrow will be in active business life. Eager to learn what is in the world and in themselves, they will soon be teaching what they are now learning. They want entertainment and fun, as we all do; still they are not children, but thoughtful and earnest young men and women, and ought to be recognized and respected as such. TREASURE TROVE aims to be, above all things, helpful. It means to help them in their studies, their work, their play, and their fun. It wants to encourage them in making the most of themselves; and to show them how much better and happier they will be in knowing something and being something. It does not intend to preach but to talk, and expects its readers to talk back and tell what they like and what they want; so that it will be most profitable for all concerned. TREASURE TROVE is the faithful ally of teachers and parents and means to be readable and interesting to them, and to all the family.

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THIRTEENTH YEAR!

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And many other Practical Teachers.

AS TO THE FUTURE.

Please note the following features of the JOURNAL:

1. The series of articles from Col. F. W. Parker, the first of which appeared Nov. 10. Others will follow each month.

2. The valuable series of letters from our special correspondent at Col. Parker's Normal School, Ill. These give a minute description of the methods employed there, and have been read with deep interest.

3. We give sketches of prominent educational men.

4. The School-Room Department, which is and has been the center of the paper; "How to Teach" is the problem before the earnest teacher; all know the *what*, few the *how*. We shall make the JOURNAL worth \$50 a year to every subscriber. We shall make the it a paper no live teacher can do without.

AS TO THE PAST.

The educational world does MOVE. The SCHOOL JOURNAL began in 1874 to preach a reform in educational methods; it urged that we should absolutely teach in accordance with the principles enunciated by Socrates, Pestalozzi, Froebel, Page, Mann, and others. To all this there was at first shrugging of shoulders, and "I wish we could." Undismayed it went on finding here and there those who believed it was possible that the school-rooms should be centers of light, life and joy, instead of knowledge. At last the entire continent is feeling a new impulse. "There is something in the air," all now exclaim. The deadliest teacher has heard of the "New Education."

The JOURNAL has not filled its pages with disquisitions "about Education." There are thousands of men who can write "about Education," whose schools are caricatures. We have done a better thing; we have explained the foundation PRINCIPLES of education, and have given METHODS founded on those principles. We hold that the great thing needed is TEACHERS WHO COMPREHEND THE PRINCIPLES OF EDUCATION. Such teachers will easily form their own methods. We therefore explain these principles and give methods that in themselves suggest principles.

The teachers have seen at a glance that the JOURNAL is fitted to be a right hand of help. They have felt its inspiration. Volumes could be filled with testimonials; thousands tell us that it has doubled and quadrupled their power of teaching. It is worth hundreds of dollars to the teacher who wants to improve himself and his school. No investment is so valuable as a subscription to the JOURNAL.

Correspondence in regard to subscriptions should be addressed to the publishers,

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BOOK DEPARTMENT.

NEW BOOKS.

HORN'S SCANDINAVIAN LITERATURE. By Frederik W. Horn, Ph. D. Chicago: S. C. Griggs & Co.

The full title of this very important work is necessary to a full understanding of its scope. It is: "History of the Literature of the Scandinavian North, from the most ancient times to the present." By Frederik Winkel Horn, Ph. D. Revised by the author; and translated by Rasmus B. Anderson, author of Norse Mythology, America Not Discovered by Columbus, Viking Tales of the North, and other works, with a Bibliography of the important books in the English language, relating to the Scandinavian countries, prepared for the translator by Thorvald Solberg, of the Library of Congress, Washington, D. C."

The Scandinavian nations together constitute a branch of the Teutonic race, and include Denmark, Norway, Sweden and Iceland. In a political sense the latter belongs to Denmark. Notwithstanding some differences of life and language among these nations, there is a unity of feeling and even of physiognomy unusual to most of the derived stocks of men. There is also an essential unity in the tongues at present spoken by the first three of these races. The Icelanders, however, on account of their insular position, have changed their language less than the others from association with the ordinary German speech. Hence, students of the old Norse tongue, upon visiting Iceland, are struck with surprise at the familiarity of many words they never heard before outside of books. Recognizing this ancient unity, the author has treated his subject accordingly in the first part, and devotes his first chapter to the old Norse and Icelandic literature. In this chapter he tells why the Icelanders became preeminently a historical people: that the "Eddas" (from a word meaning great-grandmother, and doubtless referring to their venerable age, also having the meaning remarkably good) were collections of national poems largely mythical and heroic. One group of these, the Völuspá, is a series of grand pictures, representing the creation, destruction and regeneration of the world. In this chapter we also learn that the "skalds" were the Norse minstrels, and "drapas," their poems and songs; that "sagas" were sayings, or short historical and mythical stories handed down by oral tradition, and at a later period compiled into prose literature; and that a splendid code of laws, rivaling those of Justinian, bears the strange name, the "Graygoose."

Other chapters in like manner reveal many curious points in Scandinavian literature, and bring the subject down to the present time. The Bibliography of Mr. Solberg is invaluable in connection with such a subject, as it enables the student of this literature to avail himself of the hitherto unused treasures in many of our libraries. The book, as a whole, is certainly a monument to the literary and philological zeal of its editors, and to the liberality and enterprise of a far-off American house that has only added this as one volume to many other kindred books on Norse literature.

THE HISTORY OF PRUSSIA, TO THE ACCESSION OF FREDERICK THE GREAT. By Herbert Tuttle, Professor in Cornell University. Boston: Houghton, Mifflin & Co. Price, \$2.25.

This work deals chiefly with the formative period of the Kingdom of Prussia before the idea of a great German Empire became the ultimate thought of the nation under Frederick the Great. This period commenced in 1194 under the rule of Albert the Bear, who received the Mark of Brandenburg, or the "North Mark," as a fief from the Emperor Lothair II. It extended to 1740, a period of over 600 years. For 200 years previous to the appearance of Albert, this section of Germany had been overrun with Slavs; but even before their advent the tribal influences were not national nor even homogeneous. But in the fore part of the 12th century the feudal system had become a power. Says the author: "No sooner was feudalism firmly settled over a large part of Europe than it began a comprehensive career of conquest. The Norman invasions of England and Italy, the crusades, the conquest of the Slavonic lands on the Baltic, and finally, the second occupation of the North Mark seem to be movements inspired by a common impulse. So that during two or three centuries feudal Europe was surging restlessly against its barriers on every side and seeking outlets for an energy, that without foreign employment would turn and rend the system on which it had been nourished. This impetus carried Albert the Bear into the Mark of Brandenburg." And, the author might have added, laid the real foundation of the Hohenzollern dynasty and the establish-

ment of what is to-day the greatest war power of Europe. From such a clear beginning, too often slighted by other authors, Prof. Tuttle proceeds in a masterly way to unroll his history. He seems to be unbiased in his opinions, though he has sturdy ones to express, and expresses them freely. His work is a very valuable addition to the armament of a vigorous and manly race.

JOHN BULL AND HIS ISLAND. By Max O'Rell. New York: Charles Scribner's Sons. 1 vol., 12mo. Paper, 50 cents. Cloth, \$1.00

This witty and incisive book on England, by an anonymous French author, is the sensation of the moment both in Paris and London. No foreign satire ever seems to have bitten so keenly, in spite of the good humor and even the sincere admiration shown by the satirist. The British press and public have been compelled to laugh over the admirable cleverness of the study, even while they protested; and the fairer critics have recognized the striking truth and merit of the more serious criticism which forms no insignificant part of it. The volume has reached its twentieth large edition in Paris, while the present authorized translation—now published simultaneously in England and America—has been preparing under the supervision of the author. It will be as hugely relished by Americans as by any people under the sun.

1. RURAL LIFE AND HOMES, OR HOW TO IMPROVE AND BUILD UP OUR TOWNS; 2. MEMORY AND HOW TO TRAIN IT; 3. THE NEW ERA IN JAPAN; 4. THE READING OF OUR BOYS AND GIRLS. B. G. Northrop, LL.D.

Dr. Northrop is a very popular lecturer; he has aided in organizing over 170 associations, which have done great good in improving the sanitary and esthetic conditions of our rural towns. He has also made a specialty of Didactics, having been ten years agent of the State Board of Education of Massachusetts and sixteen years Secretary of the Connecticut Board of Education. During this period—longer than any other person was ever occupied in the State supervision of schools in this country—he has lectured in normal schools, academies, colleges, or educational conventions in twenty-two States. These lectures have proved so interesting and instructive to both students and teachers that he has often been recalled to the same place. His course of lectures on methods of instruction has been very valuable.

WHITTIER CALENDAR FOR 1884. Boston: Houghton, Mifflin & Co. Price, \$1.00.

This calendar is of the same general style as the Emerson and Longfellow Calendars, which have proved very acceptable to a multitude of admirers of those authors. The selections for the Whittier Calendar have been made from Mr. Whittier's poems and prose writings with similar skill and care. The design is entirely different from those of the Emerson and Longfellow Calendars, but represents graphically certain leading features of Mr. Whittier's writings, by which these are most strongly commended to the admiration and love of American readers.

CHIPS FROM DICKENS. Selected by Thomas Mason. New York: T. Y. Crowell & Co.

The multitudes who revere the memory of that great enchanter, who taught an English-speaking world to smile as it had never done before, will be gratified at this tiny vest-pocket volume—reminder of his unapproachable power; and even something more than a reminder, containing as it does many complete favorite passages. The selection has evidently been made by a genuine admirer of the author, and shows excellent discrimination.

TENNYSON'S IN MEMORIAM. A Study. John F. Genung. Boston: Houghton, Mifflin & Co. \$1.25.

This is a scholarly, thoroughly excellent essay on Tennyson's famous poem, and one of the most famous poems in modern literature. It is an analytical study of the poem in its origin, significance and method, and a luminous and helpful comment on a poem that challenges the study and stimulates the imagination of the noblest minds.

SCOTT-BROWNE'S BOOK OF BUSINESS LETTERS. New York: published by the author.

The special value of this little manual lies in its use by stenographers as a book of reference for commercial forms and the technical use of trade terms. Practical short-hand writers will welcome it as the timely assistance of one of their professional publishers. Mr. Brown deserves credit for his enterprise.

SUSY'S OPINIONS, by Faye Huntington, and HOLLY SPRINGS, by Lucia E. F. Kimball. New York: National Temperance Society and Publication House. 60 cts each. These are two interesting little volumes intended to inculcate lessons of temperance and morality by using

the garb of fiction. The stories are smoothly written, and the points aimed at are clearly set forth.

MAGAZINES.

Harper's monthly for January opens with a beautiful frontispiece portrait of "The Quaker Poet," accompanying Harriet Prescott Spofford's appreciative biography. Constance F. Woolson's sketch, "At Mentone," is an extremely interesting paper which is beautifully illustrated. An article by S. W. Sheldon on "The Old Packet and Clipper Service" will revive stirring memories in many minds of the passing generation. The opening of Black's novel "Judith Shakespeare," is perhaps the most noteworthy event of the number. E. P. Roe's "Nature's Serial Story" is interesting and finely illustrated, and the editorial departments are excellent, as usual.

The January Wide Awake opens the new year in its own fresh and attractive fashion with articles, stories, and sketches, full of life and originality, the second chapter of Miss Phelps' "A Brave Girl" and E. E. Hale's, "Today," are among the best prose contributions and a sweet little thought by Miss M. E. Wilkins, entitled "A pretty Ambition" is noticeable among the verses of the number.

The January Lippincott's contains much entertaining matter. The leading paper by Edward F. Bruce, "Philadelphia's Hotel-de-Ville" is finely illustrated, as is also a sketch by Belle Osbourne, "Hawaii Ponoi." "Notes on Conversations with Emerson," by Pendleton King, and "Mathew Arnold in America," by Louis Judson Swinburne are timely and interesting papers. The book department is up to its usual praise-worthy standard.

WITH the first of the month comes Outing and the Wheelman, a magazine devoted to bicycling, canoeing, and other out-door sports. This is a beautifully illustrated paper, and contains much that is interesting both in poetry and prose. Among the writers in the January number are John Burroughs, Amanda B. Harris, and Dora Reade Goodale. Maurice Thompson contributes the first chapter of a serial, entitled, "Summer Sweethearts."

THE January Manhattan is excellent, as usual, both in literary material and illustrative designs. The leading paper is on "The Luther Monument at Worms." It contains good reproductions of photographs of the monument in detail, and Mr. Conway's paper is timely and thoughtful. Contributions by G. P. Lathrop, Louise Chandler Moulton, Edith M. Thomas, and George Francis Curtis, add to the attractiveness of the number, as also does an instalment of Edgar Fawcett's story, "Tinkling Cymbals."

The January number of the Domestic Monthly contains the concluding chapters of Justin McCarthy's brilliant novel, "Maid of Athens;" the first half of a novelette by Helen Campbell, entitled, "Within a Play;" stories by Mrs. D. H. R. Goodale and others, with poems and articles by popular authors. The Fashion Department is particularly full for January. Mrs. Henry Ward Beecher's Household Department is excellent, as always.

LITERARY NOTES.

A little book with the title "One Thousand and One Riddles," is published for 15 cents, by J. S. Ogilvie & Co., New York. It contains the material for much fun and home amusement in the way of Riddles, Conundrums, Enigmas, and Hints for Acting Charades.

An admirably practical book for every one interested in building has just been published by James R. Osgood & Co. It is entitled "Building Superintendance," and was prepared by Theodore M. Clark, a Boston architect of wide reputation. Considering, as Sir Edmund Beckitt says, the number of people who spend, at some period of their lives, a great amount of time and mental effort in building operations, it is strange that no one has ever yet thought of writing a book about his experience for the guidance of others, in the modern American practice of building; from the digging of the dry-drain in the cellar, to the hanging of the chain-bolt on the front door.

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Subscriptions will be received for three months or six months from those who wish to make a trial of the paper.

Subscribers asking to have the direction of a paper changed, should be careful to name not only the post-office to which they wish it sent, but also the one to which it has been sent.

The Courts have decided that all subscribers to newspapers are held responsible until arrearages are paid and their papers are ordered to be discontinued.

Subscribers wishing to introduce THE JOURNAL to their friends can have specimen copies sent free from this office to any address.

Advertising rates will be sent on application to the Business Manager, JEAN ISIDORE CHAMLOUIS, 21 Park Place, N. Y.

E. L. KELLOGG & CO.,
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21 Park Place, New York.

Treasure Trove**FOR JANUARY.**

Has a New Year's greeting for all its readers. It opens, as usual, with a spirited frontispiece, accompanying a short poem, "Who Cares?" by Wolstan Dixey. "The Story of Macbeth" is told in a most entertaining manner by E. L. Benedict. A very instructive paper on "General Montgomery" is contributed by Mr Wm. L. Sloane, author of "Campaigns of General Burgoyne." There is a sketch by W. Randolph, entitled "John Streeter's Bank"; some helpful suggestions in regard to "Trapping" for the boys; and a description of the work going forward in Paris on the statue of Liberty to be placed in New York Harbor. An amusing recitation tells "How King Booz'cum was Took"; and a short biography of Sir Moses Montefiore is given. The "Author's Worth Reading" contains the best of good reading, and the water-color lesson tells "How to Paint Geraniums." Other shorter articles with good poetry and fine illustrations, furnish both instruction and entertainment to its readers. The "Go Ahead" story is continued and will be found highly interesting. The departments are all alive with work, and the resumption of the "Star Roll" and the School Room will be among the pleasant beginnings of the new year. Another notice of the paper will be found in another column.

PUBLISHER'S DEPARTMENT.

All of the publications advertised elsewhere by Ivison, Blakeman, Taylor & Co., make a select list; among them are "Swinton's Readers," which have had a phenomenal sale. Swinton's "Spellers, Standard Supplementary Readers, Webster's Dictionary, Fish's Two-Book Course in Arithmetic, Swinton's Geographies, Guyot's famous Geographies, Swinton's Condensed U. S. History, Swinton's General History, Spencerian System of Writing, Gray's Botany, Townsend's Civil Government, Bryant & Stratton's Book-keeping.

At the store of J. Prentiss & Son, on Broadway, will be found a very large but select stock of drawing instruments, surveyor's implements, and scientific novelties of many kinds. Any one, for instance, contemplating the collection of fine school apparatus, would do well to call

and look at their goods. In place of a call, send for a catalogue as the next best thing.

Many people, especially teachers and school officers, accumulate school or college text-books for which they soon have no direct use. They have only to write to Van Winkle & Weedon, Chambers St., N. Y., and arrange to sell or exchange such unused volumes. Try them.

One of the specialties of Keuffel & Esser, Fulton street, N. Y., is a Book of Instructions and Pens for learning and practicing the style of "round writing" so much in vogue and so useful for many purposes. This energetic house also furnishes almost everything in the line of fine drawing materials.

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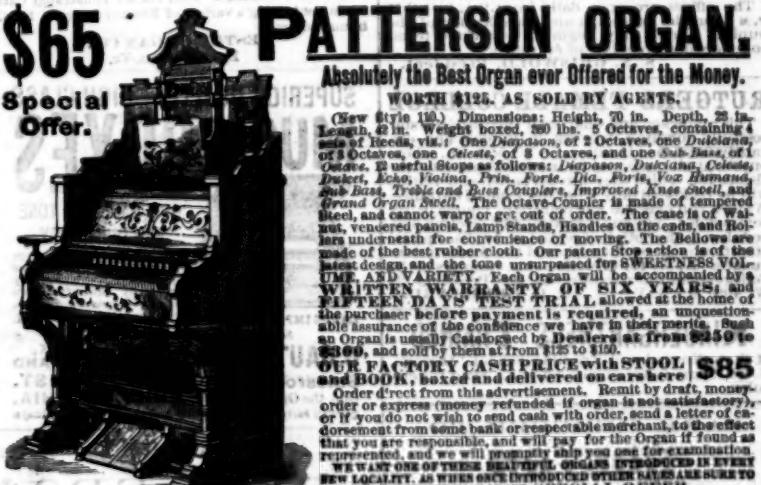
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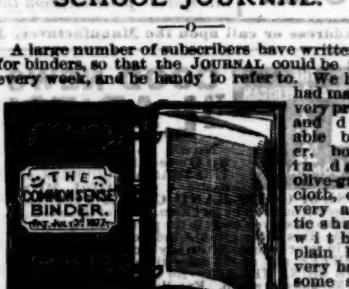
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